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ABSTRACT

Designed to guide teachers through a 20-day sequence of preschool orientation activities, the manual presents a numbered sequence of topics with related objectives and explanations, preparation and planning needs, and specific activities for children. Section I is entitled "All Around Us" and focuses on guiding preschool children and their parents through enrollment procedures and requirements. Section II, entitled "All Together," concentrates on familiarizing children with the school environment through participation in group activities. In Section III, "All About You," children are guided into self-development and individual and cultural awareness through decision-making activites. Section IV is entitled "All About Learning" and is directed toward academic applications of concepts related to self-identification and self-esteem through the development of comparing and contrasting skills. In Section V, "All About Learning With Others," children learn the conventions for learning in a group while completing lessons in "ESL: Syntax" (English as a Second Language) and "SSL: Syntax" (Spanish as a Second Language). (MM)

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San Ysidro School District

PRESCHOOL ORIENTATION MANUAL

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GETTING TO KNOW YOU . . . ALL ABOUT YOU

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Revised October 1983

SAN YSIDRO SCHOOL DISTRICT

GETTING TO KNOW YOU... ALL ABOUT YOU

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LEARNING WITH OTHERS 1 Group Lesson				

I. ALL AROUND US (Day 1)

Objectives

1. To acquaint the parents with the academic program.

2. To communicate the requirements for enrollment.

   a. Immunization
   b. Busing
   c. Cleanliness
   d. Help in the classroom
   e. Others

3. To enroll some of the children.

4. To introduce the names of the teacher, the aide, and the child's name on a name tag.

Explanation

This is the first impression you will make on the parents and the children as you are in your school setting. Make the most of it!

Show that you are pleased to see them all!

Remain cheerful through all the din, the disorder, and the myriad details.

Make the parents believe that the requirements are the requirements--seriously but without animosity.

Your objective is for both the parents and their children to be pleased that you are the teacher. Say your name with pride.

Preparation

1. Set up the slide show on the Preschool Program in any of the rooms available. Rehearse your aide on how to run it. Put up the schedule of showings on the door (e.g., every hour on the hour).

2. Name tags for yourself, co-teacher, aide, parents, and their children; same color for all. Name tags for the parents will set the example that it's O.K. to do these "new things" and thus reduce the children's anxieties; the same color in order to establish a feeling of togetherness.

3. Enrollment forms.

4. Inform parents beforehand (during the initial home visit) that they are expected to participate in classroom activities at least one day (3 1/2 hours) every three weeks, as required by the project.

Activities

1. Welcome each parent and child individually. Show them your classroom as you would your own home, then lead them to the playground. There you give each of them their name tags; demonstrate what it says to the child. Give the parent a copy of the day's program.

2. Enroll those students who have not yet been enrolled.

3. Have parents go with their children to see the slide show on the Preschool Program.

4. Get everyone together for the last half-hour of the morning or afternoon and proceed to clarify and emphasize the requirements.

I. **ALL AROUND US** (Day 2)

Objectives

1. To acquaint the children with the nurse's office and with what he/she does (and cannot do).

2. To acquaint the children with the procedures for the fire drill.

Preparation

1. Make arrangements with the nurse for visiting his/her office. You may need to schedule the day around these arrangements.

Activities

1. Send the children in small groups, if possible, or as a whole group to visit the nurse.

2. Explain the fire drill to the children. Proceed with the actual/simulated fire drill. Ring a bell and walk to designated area.

I. **ALL AROUND US** (Day 3)

Objectives

1. To introduce the principal, the school secretary, the school nurse, and the custodian to the children.

2. To acquaint the children with certain safety practices in the school.

3. To acquaint the children with certain safety practices at home.

4. To acquaint the children with certain safety practices in the street.

5. To review bathroom procedures with the children.

Preparation

1. Arrange for the principal, the school secretary, the nurse, and the custodian to come at a certain time, e.g., at the end of the morning or afternoon or go visit them.

Activities

1. Lead the students to the playground. Have them walk around the boundaries of the area in order to help them fix the boundaries firmly in mind. Where there is a fence, focus on the door.

2. Show the children which pieces of equipment they may use, and describe the safe way to play on them. Have several students demonstrate the correct way to play on each piece of equipment. Each student must have a turn on the slide to show how they must wait their turn in line. Demonstrate for the children the signal you will use to call them at the end of recess time. Then give the children time for free play on the playground. When time is up, use the signal you demonstrated earlier to call the children.

3. Demonstrate the use of the bathroom to the children and the sequence that you actually want the children to use, e.g., turning on the lights, tearing off pieces of toilet paper, putting it in the toilet, flushing the toilet, washing hands, and turning off the lights.

4. If you have a film, in Spanish, about safety in the streets, show it.

5. Take the children for a short walk. Explain the safety of walking on the sidewalk, then walk on the sidewalk. Ask the children what they just did. Explain how they should cross the street--always with an adult--then cross the street. Again find out if the children learned the idea. Proceed in this manner with other safety practices, like watching for traffic signals.

6. Get together in the room for a welcome by the principal, who will introduce the school secretary and the custodian, if possible, or take children for a walk to see them in their office.

NOTE: At the first parent meeting, discuss safety at home:

Indoors--stoves, hot liquids, matches, danger of pills, Clorox, danger of knives and tools, plastic bags, etc.

Outdoors--playing in the street, climbing, swimming pools, old refrigerators, running after a ball, driveways and parking lots, etc.

Emphasize the superiority of safety habits over negative nagging. The latter is useless if not actually suggestive of the actions one is wishing to avoid in the children. Point out that safety habits are introduced to the children by demonstration (as you just did in

the playground and bathroom lessons), and that they are learned by constant practice under the parent's supervision.

You may want to suggest to the parents to talk to their children about strangers: talking with them, accepting anything from them, riding with them, helping them find an animal or other person or item, etc.

Another possible topic is safety in a car: safety belts, keeping hand and head in the car, etc.

II. **ALL TOGETHER** (Days 4-8)

Objectives

1. To acquaint the children with their surroundings.

2. To help the children notice more of what they see.

3. To teach the children the responsibility of walking in line.

4. To visit five places. (See Preparation below.)

Explanation

Although some anxiety goes with all learning, it should be reduced to as little as possible. One way of reducing anxiety is becoming familiar with one's surroundings. Another way is to do this--becoming familiar with one's surroundings--with others...all together!

Learning with their eyes will become one of the children's major tools in school. This is simply a matter of noticing...and noticing gets better with the help of someone pointing out things--color, size, movement, etc.

Responsibility can be learned early if taught within the immediate experience and activity of the children.

Preparation

1. Plan to visit the following places on five different days:

   a. immediate area inside and around the classroom
   b. the rest of the school
   c. the school office and the people working in it
   d. the library
   e. the cafeteria

2. Make arrangements for visiting these places. You don't want to find out when you get there that you can't get in at that time.

3. Make a list of the things you will point out in your walks. This is also the list for your questions when you review the walk back in the classroom.

Activities

1. Rehearse the children on walking in a straight line (singly or in pairs) inside the classroom. They should be able to associate the proper way of walking in a straight line with what you say, in Spanish or English, in order for them to be able to heed what you say when you actually take the walks.

2. Rehearse the children on greeting the persons they are going to meet.

3. Take the walk. Be sure to have one adult lead the line and another follow the line to make sure that the children are in a straight line and safe.

4. Have the children pause from their walk when you point out things, making sure that all the children are paying attention to what you are saying and to what you want them to notice.

5. Return to the classroom and review the walk with questions about the list of things you pointed out. For the most part, use only yes-no questions. Encourage the children to ask questions of each other.

III. **ALL ABOUT YOU** (Days 4-6)

Objectives

1. For the children to identify with their names and name tags. (Day 4)

2. For the children to identify themselves with their decisions. (Day 5)

3. For the children to identify themselves with things they are responsible for, e.g., classroom chairs. (Day 6)

Explanation

This is the formal beginning of a continuous awareness about personal individuality which each child in your class will experience with your help. Psychologically, this is probably the most important experience you can provide to your pupils, indeed, to all whom you love.

Maturing is largely a matter of the number and quality of the consciously free decisions one makes. Little children can begin this process of maturation if we provide them with situations for decision-making within their experience and action.

Preparation

1. Plan some games and routines that teach the objectives. Some are suggested in the activities that follow.

2. Gather the material you will need for the games and routines.

3. Rehearse eye-contact with the other adults in your team. Eye-contact is more than looking at the other person in the eye; it is also a habit which permits the other person to look into your eyes. (Watch young lovers; they do it very well!)

Activities

1. Name-tag Games. Place the name tags of three, four, or five children face down and in a row. Call the five children whose names are on the name tags on the floor, and ask each in turn to guess which card has his name on it. After each guess (by pointing or going to a name tag), the card is turned up and checked, then it is turned face down again and in the same place as before. The first child to find his/her name is the "winner" but do continue till all the children in the group have their name tags.

   Repeat with other groups. The winners of each group get to play another game. (When you play this game again another day, do not remind the students who the champions were the previous time. Tournaments, as such, are a "no-no" in our program; they establish a rank system that might be harmful.)

2. Decision Routine. (This is a preparation for Choosing Time, one of the most important strands in our program.) Select students at random, using name cards as in the group lessons. Each student in turn goes to one of two or three tables with (educational) toys. Ask the group which table the child has chosen. Ask the group who has chosen that table.

   For example:

   a. Which table did Jose go to?

   b. Who went to the blue table? ...in Spanish, of course.

   Then ask the group what the child's name is. Emphasize the child's name when you confirm the response, e.g., "Yes, this is JOSE!"

3. Assign each child a chair in the classroom by attaching his name to it in some way: for example, his name card taped to it. Give the children rags with which to clean their chairs. Have the children each dust his own chair at the beginning and at the end of each day.

Establish some ground rules of ownership. For example, only Jose can sit in Jose's chair. Anyone else has to ask permission. Teach the children the routine for asking and giving permission: "May I sit in your chair?" "Yes, you may." It is important that the adults in the classroom respect the children's rights (and identification with) to their own chairs. It is important that you insist that the children respect each other's rights (to their chairs.) Respect is the surest way of building self-esteem in others. Respect is love made sincere.

III. ALL ABOUT YOU (Day 4 filmstrip)

Objectives

1. For the children to become acquainted with the equipment and routine used for showing a filmstrip.

2. For the children to be aware of the feelings that go with coming to school for the first time.

Explanation

If the children are to pay attention to the content of a filmstrip, to what they see and what they hea, rather than how the machine works, the children need to have their curiosity about the machine satisfied.

There will be some confusion and some apprehension among the children. That can't be helped; but what can be helped is how they cope with it. The first step in coping is to be aware of the disturbing feelings, followed by the awareness that those feelings are shared by others.

Preparation

1. You will of course need a filmstrip projector, a tape recorder and a screen of some sort.

2. You will need a filmstrip, one about going to school the first time, school helpers, or another on the same theme.

3. Plan and arrange your room for the best possible viewing and listening.

III. ALL ABOUT YOU (Day 4)

Activities

1. Have the children watch as you prepare to show the filmstrip. You may want to do this twice in order to have two small groups rather than one large one, thus assuring that all the children get to see what's going on.

2. Explain what you are doing as you are doing it. Set up the screen. Plug in the projector. Turn on the projector light and make it shine on the screen...doing all these slowly and deliberately as you continue describing every step. Turn off the projector and now thread the tape recorder. Let the children listen to a short portion of the tape so that they understand that the sound comes from the tape recorder. Rewind the tape; now thread the filmstrip into the projector.

3. Ask a child to turn off the lights. Then, show only the first five frames and play the corresponding portion of the tape. Now proceed to a discussion of what happened:

   a. Where did the pictures come from?
   b. Where did the talking come from?
   c. Did you see the pictures on the screen?
   d. Did the talking come from the machine?

   Any other questions.

4. Later, after the filmstrip has been shown and discussed in its entirety, show the children how you put away the equipment: rewinding the tape and the filmstrip, rolling the screen, and returning all the equipment to its original storing place.

5. Tell the students something about the story of the filmstrip, that is, what they are about to see and hear. Make it short and simple.

6. Show the filmstrip in its entirety. After which the children may be ready for a break...and an opportunity for them to practice the routines of "Choosing Time."

7. Get the children together again for a viewing of the filmstrip. Tell them that this time you will show one picture at a time and that you will ask them questions about what they see in each picture. (No tape.)

8. Proceed to view filmstrip.

NOTE: If you have pictures of the principal, the nurse, and the custodian in your school, you may want to show these pictures and have the children identify them as <u>their</u> principal, nurse, and custodian. Remember to have the children watch you as you put away the filmstrip equipment. (Activity 4.) It is good for them to see a good example of what you ask them to do at the end of the "Choosing Time."

III. ALL ABOUT YOU (Day 5 filmstrip)

<u>Objectives</u>

1. Review filmstrip.

2. Review equipment and routine of showing a filmstrip.

Activities

1. Show filmstrip again.

2. Discuss filmstrip.

III. **ALL ABOUT YOU** (Days 7-8)

Objectives

1. For the children to identify themselves with their decisions to make friends.

2. For the children to identify themselves with their decisions to accept friends.

NOTE: Both objectives on day 7 and on day 8.

Explanation

This is another mode in which the children grow through decision-making ...a most important mode...that of human relationships.

The focus will be on the initial stage: that of making and accepting friends.

Preparation

1. Have ready enough manipulatives, toys, etc., with which two children can play together, that is, ten such for twenty children. Don't have duplicates, if possible.

2. Spread them out in the classroom so that they are quite apart from each other. You will want the children to have to walk from one to the other.

3. Mark areas in which the pairs of children can play/work, say with masking tape, a rug, string, etc.

4. Plan for some games, dances, routines that the children can do in pairs.

III. **ALL ABOUT YOU** (Days 7-8)

Activities

1. Demonstrate and explain the activity below. You play the part of a child who chooses a friend. (If you have an odd number of children, then this is for "real"; the child you choose will be your friend for the day. This will leave an even number of children.)

2. The children are seated in a semi-circle. Select children randomly--through the name cards. The child chosen, say Maria, stands up and picks a friend from among those seated: "I want to be your friend. Will you be my friend?" The child asked, say Ramona, responds: "Yes, I do." or "No, I don't." (When you demonstrate the lesson, you can suggest strongly that the expected answer is "Yes, I do.") The two newly-made friends now sit together.

3. Proceed as in 2 until all the children are in pairs.

4. Have the pairs of children take turns--again selecting them randomly through the name cards--picking the manipulative, toy, activity they want to do together. Make sure that both children agree on what they have chosen.

5. Let the children know what signal you will use to let them now that the activity is over.

6. Let the children know what they are to do with the materials when you signal the end of the activity: they are to be returned to their places.

7. Do other activities that require pairs.

III. **ALL ABOUT YOU** (Days 9-10)

Objectives

1. For the children to become acquainted with some of the expressions of their culture. (Day 9)

2. For the children to enjoy some of the expressions of other cultures. (Day 10)

Explanation

Song, music, and dance. Food, dress, and manners. These are some of the expressions of cultures that you can acquaint the children with.

> For the children to become aware of the expressions of their own culture, it is helpful for them to be introduced to expressions of another culture.

Hopefully, the cultures you will present during orientation are the cultures of the children in your class. If only the Mexican is represented in your class, then the recommended other culture would be American.

Preparation

1. The same preparations you make for the cultural holidays during the year.

2. Get the parents involved both days. (Optional)

Activities

1. The same activities as you would have for the cultural holidays during the year.

2. Invite as many parents as possible to participate in both the Mexican and the "other" cultural festivities in the classroom.

III. **ALL ABOUT YOU** (Daily, First Several Weeks)

Objectives

1. For the children to identify with (at least one of) their parents.

2. For the children to identify with (at least one of) their brothers or sisters. (Optional)

Explanation

The usual introduction of mother and son, for example, is "I'm Mrs. Santos. This is my son, Roberto." For today's lesson we want the child to "own" his/her parent: "I'm Roberto. This is my mother, Mrs. Santos."

> Part of a child's individuality is that child's family, his/her family, a family that makes him different from other children with other families.

Preparation

1. Of course, this lesson depends on how many parents you can line up...the more the better: A more convenient alternative is to do this lesson with each parent separately when that parent shows up the first time to do his/her part as a helper in your classroom. (It is this alternative which will be assumed in the activities below.)

2. The same situation for the brothers and sisters; but a call to the principal of the school where the brothers and sisters go should easily get permission for them to be picked up and brought to your classroom. I am certain that the principals at San Ysidro will be glad to cooperate.

Activities

1. Explain the activity below to the parent(s) and then have them rehearse their own children on how to say their lines.

2. The child sits or stands with his/her parents (and brothers and sisters). Those without their families sit in a semi-circle facing the child and his family.

3. Let's call the child whose family is present, Joselito. Joselito and his family are at the center of the circle and Joselito introduces his family to the children without their families.

4. This is only one of a variety of ways that you can help the children realize that they "own" their parents. And you can spice it up with songs, dances, etc.

IV. ALL ABOUT LEARNING (Day 6 & 11)

Objectives

1. For the pupils to identify their name tags and enjoy their names. (Activities 1-2)

2. For the pupils to learn the strategies of contrast and of groups. (Activities 3-8)

Explanation

A sense of self-identification and self-esteem are important prerequisites to learning. This sense was the goal of the lessons in "All About You." Now you will attempt to have your pupils transfer it to academic learning.

> It can be said without much exaggeration that learning is a matter of differences and similarities, of separating what is different and putting together what is the same.

Preparation

1. The preparation, of course, depends on the activities that are planned and on the materials available to you. Please read the activities and then see what materials you have. Then prepare accordingly--no matter what the following suggests.

2. Place the following figures on your pupils' name cards: cat, dog, bird, chair, table, bed (i.e., items very familiar to your pupils). For 18 pupils you will have three with the same figure: three with a cat, three with a dog, etc.

3. Gather together two distinct sets of materials, e.g., balls and blocks. Mix them together and place them in the middle of the learning area (that is, in front of the semi-circle of pupils).

4. Place two medium-size boxes in front of the pupils with the open end facing the pupils (not the ceiling). You might want to put one to your left and the other to your right.

5. Place a ball (or whatever) in one of the boxes and a block in the other box.

6. Get the record player ready to use and have the record, "What's your name?" by Hap Palmer (or another similar record) ready to be played.

7. Arrange the pupils' name cards in sets according to their marks: birds, cats, etc., e.g., spread out on the floor or hanging from hooks on the wall.

Activities

1. Take the pupils, a few at a time, say six, each to the set of cards where she/he will find her/his name. Some pupils may or may not recognize their names, but by process of elimination (only two steps) they will get it right. Repeat this activity as often as possible in the days to come, even after orientation ends.

2. Play the record and do a sing-along. Have everyone look at the pupil singing his/her name. Have the pupil singing his/her name touch his name card hanging from his neck.

3. Demonstrate with your aide what you ask the children to do below.

4. Say, "Take a ball/block and put it in its box." Signal for volunteers. (Explain the procedure if this is the first time: "Raise your hand like this if you want to do it.")

5. The pupil you select goes to the mixed pile of blocks and balls, picks out what you said and puts it in its box.

6. If a pupil makes a mistake, show him/her which it is or where it goes. Put the item back in the pile, and give him/her the same command.

7. Expect and require that the pupils pay attention not only to your demonstration but also to the pupil doing the task.

8. Do not insist that everyone do the task even if some pupils fail to volunteer. Do not use the random-selection and test technique (Accuracy Test) at this time. We want the pupils to want to learn.. and their need to want to be part of what is going on will motivate them to volunteer, to want to learn.

IV. ALL ABOUT LEARNING (Day 7 & 12)

Objectives

1. For the pupils to identify their name tags and enjoy their names.

2. For the pupils to learn to distinguish between two colors and group identical ones.

Explanation

You continue to develop your pupils' sense of self-identification and self-esteem.

> Some teachers feel that three-year olds find color discrimination difficult at first. You will have to decide whether you want the three-year olds in your class to begin learning about color at this time.

Preparation

1. You will make very much the same preparations as you did for Lesson 1 (All About Learning) except that for this lesson you will have only balls or only blocks (or only whatever), and they will be distinguished only by color: red and yellow.

2. When repeating this lesson, gather material distinguished only by their color: red and blue; and in another lesson blue and yellow.

Activities

Pattern the activities after those of Lesson 1 (All About Learning).

IV. ALL ABOUT LEARNING (Days 8-10 & 13-15)

Objectives

1. For the pupils to identify their name tags and enjoy their names.

2. For the pupils to learn to distinguish between two numbers.

Explanation

The second objective is two-fold: to recognize the numeral and to understand the concept.

> You will repeat this lesson till at least numbers 1, 2, and 3 have been taught or you may want to also include numbers 4 and 5 during orientation.

Preparation

1. You may have another sing-along record for names that you want to use. You may also want to put some action into the sing-along, e.g., standing up and bowing when saying one's name. Make your plans.

2. You will need three chairs which you will arrange as "one chair" and "two chairs" in front of the semi-circle near the end of the lesson.

3. The activities in this lesson are activities with action rather than with materials. The next lesson will be with materials.

4. If you have a record with a number being taught, have it ready with which to end the lesson, e.g., "I have two hands, the left and..."

5. You will need large numerals, about a foot high and three inches wide.

Activities

1. Repeat Activities 1 and 2 of Day 6 and 11: Activities 1 and 2 (All About Learning).

2. Demonstrate with your aide what you want the children to do below.

3. Point to the numeral "1" and say, "Jump one time," OR point to the numeral "2" and say, "Jump two times." Signal for volunteers. (Explain the procedure if necessary: "Raise your hand like this if you want to do it.")

4. The pupil you select among the volunteers jumps accordingly.

5. If a pupil makes a mistake, show him/her what to do and give him/her the same command.

6. Expect and require that your pupils pay attention not only to your demonstration but also to the pupil doing the task.

7. Do not insist that everyone do the task. Call only on volunteers. Do not do an Accuracy Test.

8. Play the number record and do a sing along with appropriate motions. (If you don't have a record, you might teach a number song that you know.)

9. When repeating this lesson with other numbers you will of course change the numerals and the commands. Teach contrasts with "1" first: 1 - 2, 1 - 3, etc. Then teach contrasts with "2": 2 - 1, 2 - 3, etc., then contrasts with "3": 3 - 1, 3 - 2, etc.

10. Repeat activities 3 and 4 above with other action commands, e.g., "Clap one time," "Clap two times," "Hop one time," "Hop two times," etc.

11. Place the three chairs in front of your pupils as explained under 2 of Preparation. Give the commands: "Tell (name) to sit in one chair." OR "Tell (name) and (name) to sit in two chairs." Again signal for volunteers and correct if necessary.

12. Play the number record again if there is time.

IV. ALL ABOUT LEARNING (Days 11-15 & 16-20)

Objectives

1. For the pupils to identify their other name tags and enjoy their names.

2. For the pupils to learn to distinguish between two numbers.

3. For the pupils to learn the Accuracy Test procedure.

Explanation

This lesson should wait until you have taught all the number contrasts with the activities of the preceeding lesson. That is, teach number with objects only after you have taught with actions. Children at this age prefer to learn mostly through action. (You may want to delay teaching this lesson till after the orientation.)

It is time for your pupils to learn to recognize their names on tags other than those that hang around their necks. This is to prepare them for the procedure of random selection in the Accuracy Test of group lessons.

Preparation

1. Make the name cards that you will use for the Accuracy Test procedure. Large cards are preferable, e.g., 8 1/2" x 11".

2. Gather materials that you will use for counting, e.g., balls and blocks. Make them alike as much as possible, for example, the blocks will be of the same color or size.

3. Have a basket or box with a large opening, say about a foot and a half in diameter. Place this in front of your pupils. Mark a line with masking tape on the floor about a foot and a half from the basket.

4. Have another basket or box just as in 3 above. Mark one of them with the numeral "1" and the other with the numeral "2". (Of course, you will mark them with other numerals when you are teaching other numerals.)

IV. ALL ABOUT LEARNING (optional)

Activities

1. Do Activities 1 and 2 of Lesson 1 (All About Learning).

2. Spread the pupils' other name cards on the floor and have each pupil take a turn in finding his/her name card and handing it over to you. Make it easy for them by grouping according to the original scheme: as cats, as birds, etc., but you don't need to have the animal figures on their new cards.

3. Demonstrate with your aide the task you want your pupils to perform below.

4. Tell the students to get one block or two blocks from the pile in front of them and throw the one block in the basket with the numeral "1" or to throw the two blocks in the basket with the numeral "2". (If they are throwing two blocks, they throw them one at a time.) They throw the blocks from the line in front of the basket.

5. Signal for volunteers. If a pupil makes a mistake, show him/her what to do and give him/her the same task.

6. When the students are doing the task well, announce that you will choose who is to do it through the name cards.

7. When the students get to the point of doing the task well, announce that you will choose who is to do it through the name cards in your hand. Demonstrate what you are saying.

8. Proceed with the random selection procedure. This is not an actual Accuracy Test, but it is practice for it.

9. If there is time, repeat Activity 2 of Lesson 1 (All About Learning) using the new name cards as part of the action, e.g., holding it up above the head when singing one's name.

IV. ALL ABOUT LEARNING (Days 6-10 & 11-15)

Objectives

1. For the pupils to return the "Choosing Time" materials to their proper places.

2. For the pupils to get ready to change activities as soon as possible.

NOTE: Both objectives daily for five days.

Explanation

A sense of responsibility may be the most important character trait your pupils can develop for success in school now and in the future. Little children can develop a sense of responsibility if we provide them with responsibilities within their abilities to perform. And other children in our Preschool Program have shown that they can learn, that they do learn, to return things to their proper places.

> Switching from one activity to another is another important ability, one your pupils will be able to use all the rest of their lives. Consider for yourself, as an adult, the effort you need to make to switch from teacher to parent, from school to home, at the end of the working day. And then there's that switch from weekend recreation to week-beginning work...that feeling called blue Monday.

Preparation

1. Decide what signal you will use to signal when an activity is ended, e.g., a whistle, a few phrases on a musical instrument, a tune played on a phonograph.

2. Organize your "Choosing Time" materials. See to it that their containers are within easy reach of your little pupils. And mark each container for the type of material it contains, for example, by gluing a block to the container for blocks.

3. Think up some activities that you can show your pupils to do with some of the materials they may choose, for example, rolling a ball between the legs of a chair, building a pyramid with blocks, etc.

Activities

1. Phrase your rules positively. For example, say, "When you hear this whistle (blow), come here and make a semi-circle at once." Then proceed to demonstrate the rule first by doing it yourself then having your pupils do it. (Negative rules have the opposite effect. The children visualize what you tell them not to do, and this visualization almost always becomes the goal: they do it! It happen with adults too. People who visualize accidents in order to avoid them actually are more prone to accidents.)

2. Say your rules in a pleasant voice as if the rules were the most natural things in the world (which indeed they are if they are good rules). Not more than three rules!

3. Practice "Choosing Time" and a group lesson (e.g., on numbers) throughout the day.

4. Be consistent and insistent with your rules and your pupils' adherence to them while remembering that they are just beginning to learn them. Patience!

V. ALL ABOUT LEARNING WITH OTHERS (Days 6-11 & 11-16)

Objectives

1. To acquaint the children with the conventions for learning in a group.

2. To acquaint the children with the conventions for learning ESL: Syntax.

3. (See Activities)

Explanations

There are two distinct objectives although they may be learned together. The conventions for learning in a group apply not only to learning ESL: Syntax but also to learning other skills.

> Paying attention even when not directly involved, evaluating for oneself the responses of another, the joy or disappointment with another's efforts, the responsibility for group success during testing, etc. are abilities necessary for learning in a group.

In spite of educators' efforts to individualize learning in the direction towards tutoring, at least some, if not much of the children's future learning will depend on their abilities to learn in groups. You are providing this foundation for their future.

Preparation

1. Plan lessons for learning some simple Spanish sentences. Any of the SSL: Syntax lessons will do. You may repeat the very same lesson on all six days.

2. Gather the materials for the lessons you have chosen.

3. Review the procedures for such a lesson carefully. Then prepare yourself for explaining and demonstrating these procedures in Spanish.

Activities (Teach the entire lesson each time.)

1. Day 6 or 11. Emphasize attention by expecting it as the most natural thing in a group lesson and whenever you speak to the children. Repeat. Expect attention as a most natural part of the lesson. Note that if one insists on attention to the point of irritation and anger, then the underlying message is that one does not really expect it. In other words, if you have to insist on it, if you have to make a big thing of it at the start, then you don't expect it.

2. Day 7 or 12. Emphasize evaluation, that the children are to evaluate the response. The evaluation technique that you use, e.g., clapping and the crossing of the hands palms down, is NOT a routine that "everyone does together." The evaluation is an individual's individual judgement.

3. Day 8 or 13. Emphasize imitation of the model's responses. If the model is your aide, explain and demonstrate this.

4. Day 9 & 14. Emphasize volunteering. Point out that you will call only on one of those who raise their hands. That they are to raise their hand if they think they know the proper response.

5. Day 10 & 15. Emphasize the test, specially the random sampling. Point out that you could call on anyone, you, you, or you, becausc you expect (That powerful word again!) each and all of them to be able to respond well. The major rationale for random sampling is "high expectations."

6. Day 11 & 16. Emphasize the review. Tell them how they did. Ask them what they learned. This is a very important part of the lesson. It helps the student move what they learned from "short term memory" to "long term memory."

   The review becomes even more effective when, sometime during the year, you can get your students to tell you what they DID to learn. For example, they listened, they evaluated, they volunteered, etc. In other words, they become aware of HOW they learned.